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average knowledge of American history and from such topical discussions of the Negro history as may be found in E. A. Johnson's *History of the Negro Race* or in John W. Cromwell's *The Negro in American History*. In his discussion of the Indian and the Negro there is an effort which serves to direct attention to a neglected aspect of our history, that is, to figure out the extent to which the races were associated and the race admixture which resulted from such contact.

Coming nearer to our day to take up the discussion of the Missouri Compromise, the abolition agitation, and the constitutional debate on slavery, Mr. Brawley shows his inability to develop his subject for he merely draws a few facts first from one field and then from another to fill out certain topics in the book without correlating them in such a way that the reader may be able to interpret their meaning. He has endeavored not to write a history but to summarize what other persons are now publishing as selected topics in this field. In other words, he has added to the unscientific history of the Negro, which has hitherto appeared in the so-called text books on Negro history, facts culled from various sources but so improperly used as not to develop the subject.

The chapter on Liberia should have been incorporated into the treatment of colonization or made a supplementary chapter in the appendix of the book. Placed in the middle of the work, it has been necessary to repeat certain facts which could have been stated elsewhere once for all. The same is true of his treatment of the Negro as a national issue, and of social progress, which he takes up the second time as topics inadequately developed in the earlier stages of the treatise. In his discussion of the Civil War, the Emancipation, the Reconstruction, and the Negro in the new South, he says very little which is new. Under the caption *The Vale of Tears*, he drifts almost altogether into opinion as he does also in the case of the *Negro in the New Age* and the *Negro Problem*. Judging, then, from the point of view of an historian, one must conclude that this work does not meet any particular want and that so far as the history of the Negro is concerned the publication of it will hardly result in any definite good. Mr. Brawley does not know history.

William Lloyd Garrison. By JOHN JAY CHAPMAN. Moffat, Yard and Company, New York, 1913. Pp. 278.

This is a revised edition of a work of a similar name by this author, published in 1913 by Moffat, Yard and Company, New

York. After having written the first edition the author made further investigation and had other reflections which led him to think and to see things from a different angle. He was impressed, moreover, with the fact that, being now further removed from the Civil War, persons have learned to think more seriously with regard thereto and to consider the value of the deeds of the participants therein in a more sympathetic manner. This work, however, has not been so very much enlarged; for it has only eighteen pages more, but unlike the first edition it has an index. Hoping, however, to give the subject of this sketch a larger place in American history and to popularize the story of his career this revised edition has been given to the public.

The work is not set forth as a scientific study. It is rather an abridged account which may be read without much difficulty by the average student in quest of concise opinion concerning one of the most important American characters figuring in that great crisis between 1830 and 1860. On reading this work, one receives the impression that the author has done his task very well. It borders somewhat on hero worship, however, as is evident from the use of the following language: "If one could see a mystical presentation of the epoch, one would see Garrison as a Titan, turning a giant grindstone or electrical power-wheel, from which radiated vibrations in larger and in ever larger, more communicative circles and spheres of agitation, till there was not a man, woman, or child in America who was not a-tremble." He says further: "We know, of course, that the source of these radiations was not in Garrison. They came from the infinite and passed out into the infinite. Had there been no Garrison they would somehow have arrived and at some time would have prevailed. But historically speaking they did actually pass through Garrison: he vitalized and permanently changed this nation as much as one man ever did the same for any nation in the history of the world."

The book gives a good background and then dramatically stages Garrison as a striking figure. Next follows a dramatic presentation of the antislavery struggle with pen pictures of the participants. The story finally reaches the crisis when Garrison stood as a central figure. The work contains a retrospect and a prospect, an excellent account of the man in action, the Rynders Mob, Garrison and Emerson, and foreign influence. The story closes with a summary and an impressive epilogue. Although not a scientific treatise it certainly furnishes stimulus to further study, and when a student

thus interested has read it, he will desire to study one of the larger biographies of this distinguished man.

The Education of the South African Native. By CHARLES T. LORAM. Longmans, Green and Company, London, 1917. Pp. 340.

This is a treatise written by a South African brought up among the natives. He was once a Fellow in Teachers College of Columbia University. At the time of writing this book he was serving as an inspector of schools in Natal. The study, however, was undertaken as a doctoral dissertation at Columbia.

Observing the shortcomings of writers on Africa, this author endeavors to make a step ahead of them. He feels that they have dealt too much with ethnology, and with the descriptions of customs and habits. He does not think very much of the books primarily devoted to a discussion of the conflicting opinions on craniology and psychology of the natives. Taking up his own chosen task, however, he found it rather difficult because the government has had no definite policy of native education, and when there has been a policy among the four important South African governments there does not appear to be any uniformity of effort. No one, moreover, has undertaken to give the problem of the uplift of the natives adequate treatment.

The author desired to make his work scientific but it appears that he had not prosecuted this study very far before he found that important facts were lacking and that in making his conclusions and suggestions he would have to rely upon faith that what he may surmise may in the future prove to be true, although some modification may be necessary. Taking up this problem of education, however, he made use of the reports of the government departments, reports of school officials, books, pamphlets, articles in periodicals, statistical and experimental investigations, personal experience, and the experiences of his colleagues. While the work for the lack of some scientific treatise blazing the way suffered from so many handicaps that it could not be thoroughly scientific, it is the nearest approach to it and must be considered the best authority in this field until superseded.

The work begins with a consideration of such scientific topics as race contact in its larger aspects, the native problem and its proposed solution, serving as a sort of introduction to the essential